

**COMMITTEE ON INTERNATIONAL EDUCATION
ANNUAL REPORT TO THE RIVERSIDE DIVISION
NOVEMBER 30, 2021**

To be received and placed on file:

The International Education Committee of the Academic Senate met five times during the 2020-2021 academic year. Chair Heidi Brevik-Zender was the Systemwide International Education Committee representative and provided updates regarding discussions and issues the committee was reviewing.

The Committee compiled campus resources in its efforts to connect students and faculty with opportunities to learn and work abroad and to support UCR's international community. A list of all resources for International Education was distributed to Senate faculty.

The Committee had a lengthy discussion with the Interim Vice Provost of International Affairs, Marko Princevac. He provided the committee with information and answered questions on the history and budget relating to the recent announcement about the elimination of the Director of Education Abroad position and noted that with the campus budget cuts, the International Affairs department was forced to cut 12% of their budget. Resulting from the budget cut decisions, Education Abroad was merged into a unit under the direction of the Assistant Provost of Strategic Initiatives and International Recruitment within International Affairs. Assistant Provost Wang noted that the goal of the unit is to re-boost morale and work with the faculty. The question now for the unit is how to work together and get students abroad.

The Committee discussed its recognition that the university is facing extraordinary budget cuts engendering extremely difficult choices for units. Given its charge to "represent...the division in all matters concerned with international education, including international research, and study-abroad and foreign exchange programs" and on the advice of the Chair of the Academic Senate, the Committee discussed a memo draft to the Academic Senate in response to the recent termination of the position of Director of Education Abroad, however, the Committee did not come to a consensus on the draft memo regarding Education Abroad, therefore, no memo was sent forward.

ASUCR student representative, Cristina Chen Mai discussed the Go Local Initiative which would allow international students at home to attend local schools in their area and receive credit. This program would allow UCR to work with global universities. Cornell, Duke and USC already have this program set in place. It was explained to the committee that this initiative had been dismissed. Reasons for dismissal include that there is no standard way to evaluate overseas courses. Instead, UCR has asked faculty to record their lectures and post them for international students. The consensus is that international students still have hesitation returning to campus and they will most likely be remote in the Fall. International Affairs is conducting a survey for those who still wish to be remote. It was noted that UCR does have partnerships with third parties and students are taking classes in China and Korea and receiving credit.

Committee members were invited to attend a Faculty Association for Education Abroad (FAfEA) meeting on April 14, 2021. Some concerns discussed included: 1) third party vendors (concerns this framework would increase costs to students, that there would be no designated Director/point person at UCR, that the cost of a TA would become unsustainable), 2) the status of the \$2/quarter Highlander Abroad Fee (all students invest \$2 every quarter to expand study abroad opportunities at UCR), 3) shared governance, and 4) future reinstatement of the Director position.

The Committee discussed at length a course proposal for a one-unit Education Abroad course for undergraduate students. The committee was enthusiastic about the course proposal. Feedback included: 1) The course should be S/NC, 2) Does this class satisfy the EA requirement? It was noted that the course

could meet some pre-departure requirements. 3) Some of the weeks look heavier than others and a reminder that no new material can be taught in week 11. 4) This course should belong to a program. 5) What is the plan to entice/encourage students to take the course? 6) This course could be part of the CHASS First Program and first year learning communities (offering the course during students' first year). 7) Re-entry should be a completely different course, and could this be taught using R'Courses led by students? 8) Research with departments could be done to see if this could belong to a minor/major. 9) A core reading should be added focusing less on the technical and more on the human experience of study abroad. What does it mean to study abroad? 10) Incoming freshman could possibly take this course before arrival in the summer. 11) It could be possible to add this course to the Bridge programs where students receive a stipend.

Review items undertaken by the Committee during the academic year were the following:

- The Committee reviewed the Proposal: 2020-21 Curtailment Program and noted that the document was vague. The committee had the following questions/feedback: 1) How is curtailment different from furlough in relation to benefits? 2) What is the maximum curtailment period? 3) Is the curtailment program temporary (just for this academic year) or is this going to occur for several years? 4) The committee would like clarification if the curtailment is in addition to the 10-15% budget cuts already being asked of departments. 5) What is meant by "Depending on the curtailment periods, changes to the academic calendar may be required"? 6) Efforts to ensure that higher-compensated employees shoulder a greater burden are warranted and having a plan that is progressive and tiered is appreciated. 7) Compensating faculty impacted by curtailment with sabbatical credit would be appreciated.
- The Committee reviewed the Faculty Welfare Climate Campus Survey Report and noted that the report represents an overall censure of the state of faculty welfare at UCR, and that it is consistent with what committee members have observed. It was noted in the meeting that the Faculty Welfare Report has been actively discussed by leadership across UCR units and that a response from UCR leadership would be forthcoming.
The Committee offered three recommendations:
 - 1) That the report be sent to the incoming Provost/EVC in advance of her start date at UCR to give her opportunity to consider its contents, and that the Provost's response to the report and discussion of it be prioritized as an agenda item at an early meeting between the Provost and Senate leadership.
 - 2) That faculty input be prioritized in future decisions relating to funding, hiring, campus growth, and allocation of resources, among others, and that input from the Senate and Committee on International Education in particular be prioritized in matters related to international education (*Major Finding 2.1 – Campus administrators' lack of consultation with faculty (regarding funding and hiring priorities, campus growth, allocation of resources, etc.) imperils UCR's research and teaching missions.*)
 - 3) That the university seek to better support graduate programs, graduate students, and their research, especially international graduate students (*Major Finding 2.2 – Insufficient infrastructural and financial supports compromise (graduate) education.*)
- The Committee reviewed the UC Riverside Campus Safety Task Force Draft Report and Recommendations and offered the following feedback:
 - 1) The Committee strongly supports the recommendations of the Campus Safety Task Force as put forth in the document. The committee extends its gratitude to the Task Force members for their work on this important initiative.
 - 2) The Committee strongly supports the Task Force's recommendations to improve and invest in services related to basic needs, mental health, and homelessness with "particular

- investment...directed toward marginalized and highly vulnerable communities, including but not limited to...International...groups.” (Theme 3C - P. 3).
- 3) The Committee respectfully recommends ensuring the inclusion of a member from UCR’s International community on the Chancellor-appointed standing committee or workgroup (Theme 1C – Reimagining Campus Safety – Section 1C – P.1 & 9).
- The Academic Senate Committee on International Education has reviewed the document “Future Fluent: University of California, Riverside Strategic Plan, February 2021 Draft” and offers the following feedback:
 - 1) The Committee endorses the draft plan’s support for a strong international presence in university undergraduate, graduate, faculty, and research communities.
 - 2) The Committee recommends greater prioritization and institutional support for Education Abroad in the university’s strategic plan. For some students, study in a new country, international research opportunities or international internships, all of which are forms of education abroad, are *the* most transformative parts of an undergraduate educational experience. These experiences have been shown to support the university’s broader mission and goals for students, including decreased time-to-degree, undergraduate research productivity, student satisfaction, and student success beyond graduation.
 - The Committee reviewed and supported the Remote Options for Fall 2021. The Committee does recognize the potential for issues with remote options, such as extra workload for instructors who may need to teach in-person classes at the same time. The concerns of CNAS faculty and Department Chairs and their request for formal Senate consultation are duly noted. The CIE appreciates the current effort to address these concerns by asking for Senate input on the work accomplished so far by the Instructional Continuity Workgroup.

UCR’s Office of International Students and Scholars (ISS) has heard from numerous international students voicing their strong concerns about the Fall term. There are a variety of issues ranging from health concerns about the pandemic to a rise in hostility within the US directed towards non-immigrants (particularly those from Asia), to name a few. Their testimonials, included here in Attachment A, speak powerfully to what is at stake for our students.

In addition to supporting remote options for Fall 2021, the CIE offers three possible options to supplement remote teaching:

Option 1. University Extension (UNEX)

To provide a temporary stop-gap measure to allow international students who, for whatever reason (e.g., visa issues, health and safety concerns), cannot attend UCR in-person in Fall Quarter 2021, the Committee proposes that University Extension “XR” courses be opened up to international students currently residing outside of the US who wish to remain remote temporarily. These courses could supplement UCR remote courses. XR courses are UCR catalog courses taught and administered by University Extension. (For reference, XR courses are covered in UC Systemwide Academic Senate Regulation 810(A) <https://senate.universityofcalifornia.edu/bylaws-regulations/regulations>. The “X” designation stands for Extension, while the “R” stands for Riverside campus; XB courses would be for Berkeley, and so on). Instructors are approved by the corresponding department and the Senate’s Committee on Courses. Under normal circumstances, XR courses are not available to UCR students, however according to UC Systemwide Academic Senate Regulation 812a “Student residents at the University and students on leave of absence may enroll in the University Extension courses, with a view to gaining credit thereby, only with the consent of the dean of the appropriate colleges; or in the case of graduate students only with consent of the Dean of the

Graduate Division concerned.” In the view of the Committee, current pandemic conditions constitute exceptional circumstances that warrant temporary use of XR courses for current UCR international students.

Another advantage to XR courses is their potential to mitigate faculty overload. Since XR courses are administered by UNEX, instructors are by-agreement and do not have a regular teaching load. They may be an advanced graduate student who doesn’t have funding for that particular quarter, they might be a recent PhD who is on the job market and looking for extra income, and so forth. Extension is clear upfront about the modality of the course (in this case, remote), so there are no surprises for instructors or students.

Option 2. Education Abroad

Continuing students who cannot be in Riverside in the Fall may be eligible to take classes through Education Abroad OAP (Opportunities Abroad Programs). This option is not available to incoming first-year or transfer students and there may be limitations for international students depending on their immigration status. A number of deadlines have already passed so students interested in this option should contact UCR’s Assistant Director of Education Abroad, LaSharon McLean Perez (lasharon.perez@ucr.edu), as soon as possible.

Option 3. Go Local

The “Go Local” Initiative would allow international students based in their home countries to attend local universities in their area and receive course credit. See Attachment B for a letter from International Students outlining this initiative.

These options may not be available for all students, as that will depend on whether or not they are maintaining student visa status. The Office of International Students and Scholars will be able to advise students about which options are appropriate for them based on their situation. For those students who are maintaining student visa status, they will be required to register full-time due to immigration requirements.

- The Committee appreciated the opportunity to review the Job Announcement/Description for the Vice Provost of International Affairs. The Committee reviewed the document and had no suggestions for changes.

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